

Regional Service-Learning Lead Organizational Capacity Continuum – 2000-2003

Region _____

Please “place” your region on the continuum by underlining the sentences or statements that you feel best match where you are on the continuum and return two copies with your renewal.

California Department of Education Service-Learning Goal—By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve).

INSTITUTIONALIZED	EXPANDING	UNDERWAY	GETTING STARTED
Three-Year Regional Vision			
The vision clearly reflects the State Superintendent’s goals for service-learning. The vision was developed by a wide cross-section of key organizations. It presents a clear description of what service-learning will look like in the entire region.	The vision adequately reflects the State Superintendent’s goals for service-learning. The vision was developed by a number of key organizations. It presents an adequate description of what service-learning will look like in the entire region.	The vision reflects the State Superintendent’s goals for service-learning in a limited way. The vision was developed by a few key organizations. It presents a limited description of what service-learning will look like in the entire region.	The vision minimally reflects the State Superintendent’s goals for service-learning. The vision was developed by one or two key organizations. It presents a minimal description of what service-learning will look like in the entire region.
Organizational Leadership			
The regional or sub-regional capacity is increased through the leadership of a well-established planning committee that is made up of a well-defined membership (including Higher Education). The members represent sponsoring organizations, and clearly defined roles and responsibilities have been identified through Partnership Agreements or MOUs.	The regional or sub-regional capacity is increased through the leadership of a working planning committee that is made up of an adequate membership (may include Higher Education). The members represent host organizations and many have defined roles and responsibilities that are evidenced by Partnership Agreements or MOUs.	The regional or sub-regional capacity is increased through developing a planning committee that is made up of individuals as members and may or may not represent their respective organizations. The members may have defined roles and responsibilities.	The regional or sub-regional collaborative has no formal planning committee.

Regional Service-Learning Lead Continuum (Continued)

INSTITUTIONALIZED	EXPANDING	UNDERWAY	GETTING STARTED
Regional Events & Networking			
More than three collaborative regional or sub-region staff development events occur each year. These events provide exceptional opportunities for practitioners to learn, network, and identify collaborative resources. They are clearly tied to achieving the regional vision.	At least three collaborative regional or sub-region staff development events occur each year. These events provide adequate opportunities for practitioners to learn, network, and identify collaborative resources. They are adequately tied to achieving the regional vision.	Fewer than three non-collaborative regional or sub-region staff development events occur. These events provide limited opportunities for practitioners to learn, network, and identify collaborative resources. They are tied to achieving the regional vision in a limited way.	Regional or sub-region staff development events are at the conceptual level. These proposed events provide marginal opportunities for practitioners to learn, network and identify collaborative resources. They are minimally tied to achieving the regional vision.
Promotion and Outreach			
A well-defined communications plan is in place that provides regular and up-to-date information to a wide range of regional participants and key elected officials on current events and future activities for service-learning at the local, state, and national levels.	An adequate communications plan is in place that provides information to many regional participants and to some elected officials on current events and future activities on service-learning at the local, state, and national levels.	A limited communications plan is in place that provides some information to regional participants and few elected officials on events and activities on service-learning.	A communications plan is in the planning stage.
Youth Leadership			
A clear leadership role for youth is identified and is integrated into each of the areas described in this continuum.	An adequate leadership role for youth is identified and is integrated into some areas of the areas described in this continuum.	The leadership role for youth is identified in a limited way and is integrated into a few areas described in this continuum.	The role of youth is minimal and limited to that of a participant. Youth are peripherally integrated into the areas described in this continuum.
Evaluation of Regional Lead Impacts			
A clear plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	An adequate plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	A limited plan for evaluating the impacts of regional activities is identified and includes data for all participants served.	A minimal plan for evaluating the impacts of regional activities is identified and may not include data for all participants served.